GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

STARRED QUESTION NO:2
ANSWERED ON:17.07.2017
Expenditure on Primary Education
Singh Shri Abhishek

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the percentage of Gross Domestic Product (GDP) presently being spent on primary education in the country and plans drawn by the Government to improve the same;
(b) whether the Government is aware that school education level in the country is comparatively low when compared to global standards, if so, the details thereof and the reasons therefor; and
(c) the corrective steps taken/proposed to be taken by the Government in this regard?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)

(a) to (c): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (c) OF LOK SABHA STARRED QUESTION NO. *2 TO BE ANSWERED ON 17TH JULY, 2017 ASKED BY SHRI ABHISHEK SINGH REGARDING EXPENDITURE ON PRIMARY EDUCATION

(a) The Public Expenditure on education as a percentage of Gross Domestic Product (GDP) has been increasing in recent years from 3.70% in 2012-13, 3.86% in 2013-14 to 4.04% in 2014-15. Out of this the expenditure on elementary education including primary education has also been increasing from 1.60% in 2012-13, 1.63% in 2013-14 to 1.82% in 2014-15.
As the subject 'Education' is in the concurrent list of Constitution of India, the Central Government and the State Governments have concurrent responsibility for providing funds of carrying out the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and increasing standards of primary education.
The fund sharing pattern between the Central and State Governments for Sarva Shiskha Abhiyan (SSA) has been revised ensuring increased contributions from the State Governments. This change in funding pattern combine with the acceptance of the recommendations of the 14th Finance Commission by the Government of India, the increased devolution of funds to the States from 32% to 42% of the net Union Tax Receipts, the States would consider allocating more funds to primary education including SSA.
(b): The Organisation for Economic Cooperation and Development (OECD) conducts PISA (Programme for International Student Assessment) to assess 15-year olds on their performance in mathematics, science and reading. The data has increasingly been used to assess the quality of education and its impact on incomes across nations. Government of India to participated in the PISA in 2009 - but only for two states, Tamil Nadu and Himachal Pradesh. 73rd rank was assigned to India based on samples of these two States. The reasons for poor performance were analyzed and it was observed that the nature of questions/items asked in the PISA tests are content free and mostly application-based that require information on international names, brands, trademarks, products, etc. with which Indian students, especially students from rural areas, are unfamiliar.
(c) A numbers of corrective steps have been taken by the Government to improve the school education level in the country. Some important measures are:
? The Central Government has decided to amend the "No Detention Clause" in the Right for Children to Free and Compulsory Education Act, 2009. The Bill in this regard is in advanced stage.
? Conducting of annual National Achievement Surveys covering all students from Classes I to VIII in all government and government aided schools on all subjects.
? Focusing on quality education, the Central RTE Rules have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. These would serve as a guideline for States and UTs to ensure that all

children acquire appropriate learning level.
? Improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc.
? States and UTs are supported on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme of SSA namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II.
? Launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a sub-component of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.
? Provides various facilities to students as per model rules prescribed under RTE Act, 2009 at all levels to ensure high enrolment and quality of education including scholarships and teacher training.
? Launched the 'Pandit Madan Mohan Malviya National Mission on Teachers and Teaching' in December, 2014 with a vision to comprehensively address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, research in pedagogy and developing effective pedagogy.
? The National Council of Educational Research & Training (NCERT) has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the states. PINDICS will eventually evolve as the framework for effective teacher performance for effective monitoring and benchmarking across the country.
? The NCERT has developed and published an exemplar package on Continuous and Comprehensive Evaluation (CCE) for the elementary stage in all curricular areas. Further, with a view to establish a system of periodic monitoring and regular feedback on quality related parameters and classroom processes in elementary schools throughout the nation, NCERT developed a set of Quality Monitoring Tools (QMT) which have been modified in the light of the RTE Act, 2009 and the revised SSA framework .
? Curricular Reforms made that includes curriculum, syllabus, textbook, learning for age appropriate classes, print rich environment through library and other supplementary materials and the selection of appropriate pedagogy for various levels of basic learning years.
? To ensure recruitment of quality teachers, the National Council for Teacher Education (NCTE), has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014. The Regulations 2014, have enhanced the duration of teacher training programmes like B.Ed and M.Ed to two years and increased the period of Internship to make these programmes more rigorous and professionalized. Modules on gender, equity, ICT, yoga and inclusive education have also been added in the teacher education programmes.
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